

*Orientation to the*  
**Social Studies**  
**K to 7**  
**Integrated Resource Package**  
**2006**



**SOCIAL STUDIES K TO 7**

*Integrated Resource Package 2006*



IRP 056

# **Part 1: Frequently Asked Questions about the Social Studies K to 7 IRP**

# **Part 2: A tour of the Social Studies K to 7 IRP**

# Part 1: Frequently Asked Questions

- ❖ What is an Integrated Resource Package?
- ❖ Why was the Social Studies K to 7 IRP revised?
- ❖ What are the similarities and differences between the 2006 and 1998 IRPs?
- ❖ What topics does Social Studies K to 7 address?
- ❖ How does Social Studies K to 7 relate to later grades?
- ❖ How was Social Studies K to 7 developed?
- ❖ What is the implementation schedule for Social Studies K to 7?

# What Is an Integrated Resource Package?

## Integrated Resource Packages (IRPs)

- are provincial curriculum documents
- set provincial standards for what students are expected to know and be able to do
- are written by educators
- are produced by the Ministry of Education
- are produced as single grade documents as well as full multi-grade documents

## Why was the Social Studies K to 7 IRP (1998) revised?

- to build on the success of the 1998 Social Studies curriculum
- to provide more clarity about the intent of the prescribed learning outcomes
- to provide suggested achievement indicators to support learning and formative assessment

# What are the similarities and differences between the 2006 and 1998 IRPs?

## Similarities:

- required area of study
- guidelines for reporting apply
- includes similar topics and organizers
- same suggested number of instructional hours per grade (45-50 h for Kindergarten, 90-100 h for Grades 1 to 7)

## The 2006 IRP contains

- fewer prescribed learning outcomes
- separate learning outcomes for each primary grade (K, 1, 2, and 3)
- suggested achievement indicators, describing specific levels of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome

## 1998 IRP

### Curriculum Organizers

- Applications of Social Studies
- Society and Culture
- Politics and Law
- Economy and Technology
- Environment

## 1998 IRP

### Curriculum Organizers

- Skills and Processes of Social Studies
- Identity, Society, and Culture
- Governance
- Economy and Technology
- Human and Physical Environment



# What topics does Social Studies K to 7 address?

Through their participation in social studies, students will be encouraged and enabled to

- understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world
- demonstrate respect for human equality and cultural diversity
- acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world
- develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens

# Curriculum Organizer: Skills and Processes of Social Studies

- critical thinking
- mapping and graphic skills
- research and presentation skills
- active citizenship

# Curriculum Organizer: Identity, Society, and Culture

- characteristics that define self, cultures, and societies – their own communities, BC, Canada, and cultures around the world
- similarities and differences among cultures, now and in the past
- interactions among cultures
- factors affecting exploration, settlement, immigration, and the development of societies

# Curriculum Organizer: Governance

- roles, rights, and responsibilities
- purpose of rules and laws
- political and governance structures
- legal structures

# Curriculum Organizer: Economy and Technology

- needs and wants
- role of work and jobs in societies
- money and exchange
- effect of technology on individuals, societies, and the environment

# Curriculum Organizer: Human and Physical Environment

- location of key landforms, bodies of water, and other geographic characteristics
- effect of physical environment on human activity and vice versa
- resource use, sustainability

# How does Social Studies K to 7 relate to later grades?

- Social Studies K to 7 – required for all students
- ↓
- Social Studies 8 to 10 – required for all students

↓

One of the following required for graduation:

- Social Studies 11
- Civic Studies 11
- BC First Nations Studies 12

↓

Elective courses, including Comparative Civilizations 12, Geography 12, History 12, Law 12, and Social Justice 12 (under development)

# How was Social Studies K to 7 developed?

- written by a team of educators
- draft was reviewed by partners in education, including parents, students, and stakeholder groups
- revised based on responses received
- optional implementation begins September 2006
- full implementation begins September 2008



# Part 2: A tour of the Social Studies K to 7 IRP

# Components of the Social Studies K to 7 IRP

- Introduction
- Considerations for Program Delivery
- Prescribed Learning Outcomes
- Student Achievement
  - Key Elements
  - Suggested Achievement Indicators
- Classroom Assessment Model
- Learning Resources

# Introduction

provides general information about the curriculum, including

- overview of the curriculum—rationale, goals, and curriculum organizers
- a graphic organizer—Social Studies K to 12: At a Glance
- overview of Social Studies K to 7 topics

# Considerations for Program Delivery

information to help schools plan their programs, including

- alternative delivery policy
- addressing local needs
- involving parents/guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility
- connections to other curricula
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright
- debate
- media analysis

# Prescribed Learning Outcomes

- legally mandated content standards
- required attitudes, skills, and knowledge
- what all students are expected to know and be able to do
- numbered for ease of reference (not meant to imply teaching order)

PRESCRIBED LEARNING OUTCOMES • By Grade	
<b>GRADE 5</b>	
It is expected that students will:	
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>	
A1	apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
A2	use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
A3	gather a body of information from a variety of primary and secondary sources
A4	create a presentation on a selected topic
A5	defend a position on a selected topic
A6	implement a plan of action to address a selected school, community, or national problem or issue
<b>IDENTITY, SOCIETY, AND CULTURE</b>	
B1	describe the significance of key events and factors in the development of BC and Canada, including <ul style="list-style-type: none"> <li>- the fur trade</li> <li>- the railroad</li> <li>- the Fraser/Cariboo gold rush</li> </ul>
B2	assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
B3	describe the contributions of significant individuals to the development of Canada's identity
<b>GOVERNANCE</b>	
C1	demonstrate knowledge of how Confederation formed Canada as a nation
C2	describe levels, responsibilities, and the election of government in Canada
C3	identify the distinct governance structures of First Nations in Canada
<b>ECONOMY AND TECHNOLOGY</b>	
D1	analyse the relationship between the economic development of communities and their available resources
D2	analyse the development of transportation systems in BC and Canada
<b>HUMAN AND PHYSICAL ENVIRONMENT</b>	
E1	describe the major physical regions of Canada
E2	describe the location of natural resources within BC and Canada, including <ul style="list-style-type: none"> <li>- fish and marine resources</li> <li>- forests</li> <li>- minerals</li> <li>- energy resources</li> </ul>
E3	explain why sustainability is important
E4	analyse environmental effects of settlement in early BC and Canada
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# Key Elements

- descriptions of content
- help determine the intended depth and breadth of prescribed learning outcomes
- by curriculum organizer
- can be used as a class overview or outline

STUDENT ACHIEVEMENT • Grade 1	
KEY ELEMENTS: GRADE 1 <i>Self, Family, School</i>	
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b> <ul style="list-style-type: none"> <li>• using simple picture maps</li> <li>• co-operative participation in groups</li> <li>• gathering information (e.g., from audio, visual, material, print)</li> <li>• presenting information orally, visually, and written</li> <li>• strategies for solving school-based problems</li> </ul>	
<b>IDENTITY, SOCIETY, AND CULTURE</b> <ul style="list-style-type: none"> <li>• changes in their lives</li> <li>• similarities and differences among families (e.g., composition, culture, traditions, roles)</li> <li>• social structures (e.g., family, class, after-school classes and groups)</li> <li>• ways people work together in groups</li> <li>• symbols of Canada</li> </ul>	<b>ECONOMY AND TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• basic human needs (e.g., food, water, clothing, safety) and how they are met</li> <li>• types of work in the community</li> <li>• purpose of money</li> <li>• ways technology is used to accomplish tasks</li> </ul>
<b>GOVERNANCE</b> <ul style="list-style-type: none"> <li>• rules, responsibilities, and rights at home and at school</li> <li>• purpose of classroom and school rules</li> </ul>	<b>HUMAN AND PHYSICAL ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• recognizing maps of Canada</li> <li>• natural characteristics of environments (e.g., mountains, rivers, forests, marshes)</li> <li>• human-built characteristics of local environments (e.g., roads, buildings, bridges)</li> <li>• how the environment affects daily life</li> <li>• ways to care for their environment (e.g., reduce, reuse, recycle)</li> </ul>

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# Achievement Indicators

- identify specific level of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome
- one learning outcome can have several achievement indicators
- help guide classroom assessment
- suggested, not prescribed

STUDENT ACHIEVEMENT • Grade 5	
HUMAN AND PHYSICAL ENVIRONMENT	
Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>	
<p>E1 describe the major physical regions of Canada</p>	<ul style="list-style-type: none"> <li>☐ use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, delta/deltaic, coniferous, boreal)</li> <li>☐ name and locate on a map the major physical regions of Canada (e.g., Appalachians, Arctic lowland, Canadian Shield, cordillera, Great Lakes/St. Lawrence lowlands, Hudson Bay lowlands, Innuitian, interior plain)</li> <li>☐ use thematic maps to describe the physical features of each region in Canada (e.g., vegetation, terrain, rock, and mineral types)</li> </ul>
<p>E2 describe the location of natural resources within BC and Canada, including</p> <ul style="list-style-type: none"> <li>- fish and marine resources</li> <li>- forests</li> <li>- minerals</li> <li>- energy resources</li> </ul>	<ul style="list-style-type: none"> <li>☐ identify significant natural resources in BC and Canada, including               <ul style="list-style-type: none"> <li>- fish and marine resources (e.g., salmon, cod, oysters, lobster, abalone, seaweed, scallops)</li> <li>- forests</li> <li>- minerals (e.g., diamonds, gold, asbestos, tin, copper)</li> <li>- energy resources (e.g., natural gas, petroleum, coal, hydro)</li> </ul> </li> <li>☐ use thematic maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coast, mineral resources in the Canadian Shield)</li> </ul>
<p>E3 explain why sustainability is important.</p>	<ul style="list-style-type: none"> <li>☐ define and give examples of renewable resources (e.g., forests, fish) and non-renewable resources (e.g., mining, petroleum) in Canada</li> <li>☐ speculate on the potential consequences of non-sustainable practices in resource use (e.g., won't be there for future generations, effects on wildlife, local and global effects)</li> <li>☐ give examples of how people can demonstrate stewardship of resources and the environment (e.g., limiting waste, conserving energy and water, reusing materials)</li> </ul>
<p>E4 analyse environmental effects of settlement in early BC and Canada</p>	<ul style="list-style-type: none"> <li>☐ describe how early explorers and settlers affected their physical environment (e.g., settlement patterns, transportation, clothing, housing, agriculture)</li> <li>☐ outline how historical events such as the fur trade, the gold rushes, and the building of the CPR affected physical environments in BC and Canada</li> </ul>

# Classroom Assessment Model

- a series of units for each grade
- provided to help teachers plan classroom assessment
- addresses all of the prescribed learning outcomes for each grade
- includes a variety of assessment approaches to address a range of learning styles and to help students promote their own achievement
- suggestions only



# Assessment Overview Table

suggestions and guidelines for classroom-based assessment for each grade of the curriculum

**SOCIAL STUDIES GRADE 7: ASSESSMENT OVERVIEW TABLE**

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Studies for Grade 7.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>maps, charts, graphs, timelines</li> <li>pictures, collages, posters, mind maps, models, dramatizations</li> </ul>	15-25%	Integrated throughout	5		A2, A3, A4	A1, A5	A5
IDENTITY, SOCIETY, AND CULTURE	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>journals, learning logs</li> <li>role plays</li> </ul>	15-25%	20-30 h	3		B1, B2, B3		
GOVERNANCE	<ul style="list-style-type: none"> <li>diaries, letters, editorials</li> <li>case studies, simulations</li> </ul>	15-25%	20-30 h	2		C3	C2	
ECONOMY AND TECHNOLOGY	<ul style="list-style-type: none"> <li>debates</li> <li>field trips</li> <li>interviews</li> </ul>	15-25%	20-30 h	3	D1	D2, D3		
HUMAN AND PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> <li>worksheets, guided responses, quizzes</li> <li>research, reports</li> </ul>	15-25%	20-30 h	2		E1, E2		
<b>Total:</b>		<b>100%</b>	<b>90-100 h</b>	<b>15</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>1</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

# Overview

- relevant learning at previous grades
- table showing the learning outcomes addressed by each unit for that grade

CLASSROOM ASSESSMENT MODEL • Grade 4

**GRADE 4**

**OVERVIEW**

**Learning at Previous Grades**

- critical thinking skills – questioning, predicting, imagining, comparing, classifying, identifying patterns
- co-operative participation in groups
- symbolic representations (e.g., on flags, maps)
- using simple maps
- gathering information from a variety of sources; citing sources appropriately
- chronological order
- presentation skills
- responses to classroom, school, or community problems
- changes in communities over time
- importance of communities
- cultural similarities and differences
- characteristics of Canadian society (e.g., Aboriginal groups, cultural diversity, immigration, symbols of BC and the local community)
- how needs and wants are met in communities
- how technology affects individuals and communities past and present (e.g., technology related to transportation, communication, clothing, food, shelter, recreation and entertainment)
- major landforms and water bodies in BC and Canada (e.g., Great Lakes, Fraser River, Queen Charlotte Islands)
- responsibility for the local environment
- effect of the physical environment and natural resources on settlement

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some prescribed learning outcomes are addressed in more than one unit.

Aboriginal Cultures	Exploration Technology	Contact	Exploring Canada
A1, A3	A2, A6	A1, A4	A1, A2
B1		B2, B3	B2
C1		C2	
D2	D4	D1, D5	
			E1, E2, E3

Note: Much of the content of this grade of the curriculum deals with Aboriginal cultures. To ensure an authentic and respectful exploration of these topics, teachers are encouraged to seek the advice and support of local Aboriginal communities. For information about appropriate protocol and other considerations, refer to "Working with the Aboriginal Community" in the Considerations for Program Delivery section, earlier in this IRP.

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# Assessment Units

- arranged by topic or theme
- each unit addresses clusters of learning outcomes from one or more curriculum organizers

CLASSROOM ASSESSMENT MODEL • Grade 6	
<b>Canadian Identity</b>	
It is expected that students will:	
<b>SKILLS AND PROCEDURES OF SOCIAL STUDIES</b>	
A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues	
A2 deliver a formal presentation	
<b>IDENTITY, SOCIETY, AND CULTURE</b>	
B1 assess diverse concepts of Canadian identity	
B2 compare Canadian society with the society of another country	
<b>GOVERNANCE</b>	
C1 compare the federal government in Canada with national governments of other countries	
C2 describe key characteristics of the justice system in Canada	
C3 assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i>	
<b>ECONOMY AND TECHNOLOGY</b>	
D1 describe the importance of trade for EC and Canada	
D2 analyse the significance of communications technologies in Canada	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Introduce and discuss as a class: What is the Canadian identity? Have students work in groups to discuss Canada's uniqueness. Ask them to brainstorm as many ideas as they can think of about what represents us as Canadians, as well as where these ideas come from (e.g., family, media) and how that identity has evolved over time. Have them cluster their thoughts and come to consensus, and then prepare a way to present their ideas to the class. It can be in the form of a speech with visual aids, a dramatic presentation, a rap song, or another form of presentation.</li> <li>• Review what students know about the ways that communities and regions exchange goods and services (trade) and the importance of communication in connecting individuals and communities. Focus on the importance of trade and communications and trade for Canada. Divide the class in half, and have each group prepare a brief presentation on the importance of their assigned topic (communications or trade).</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' Canadian identity presentations based on criteria such as those outlined in the sample assessment instrument provided at the end of this grade (Canadian Identity).</li> <li>• Conduct an informal or formal debate on the topic of "Communication is more important to Canada than trade" (or vice versa). Observe students as they participate in the discussion, looking for evidence that they are able to cite the information and examples identified during class discussions and research.</li> </ul>
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# Assessment Units

- Planning for Assessment provides information to set up the assessment task
- each Assessment Strategy directly corresponds to the activity in the Planning for Assessment column
- assessment strategies identify specific criteria for teacher, peer, or self-assessment

CLASSROOM ASSESSMENT MODEL • Grade 6	
<b>Canadian Identity</b> Prescribed Learning Outcomes <i>It is expected that students will:</i> <b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b> A1 apply critical thinking skills—including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues A2 deliver a formal presentation <b>IDENTITY, SOCIETY, AND CULTURE</b> B1 assess diverse concepts of Canadian identity B2 compare Canadian society with the society of another country <b>GOVERNANCE</b> C1 compare the federal government in Canada with national governments of other countries C2 describe key characteristics of the justice system in Canada C3 assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i> <b>ECONOMY AND TECHNOLOGY</b> D1 describe the importance of trade for BC and Canada D2 analyse the significance of communications technologies in Canada	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Brainstorm and discuss as a class: What is the Canadian identity? Have students work in groups to discuss Canada's uniqueness. Ask them to brainstorm as many ideas as they can think of about what represents us as Canadians, as well as where these ideas come from (e.g., family, media) and how that identity has evolved over time. Have them cluster their thoughts and come to consensus, and then prepare a way to present their ideas to the class. It can be in the form of a speech with visual aids, a dramatic presentation, a rap song, or another form of presentation.</li> <li>• Review what students know about the ways that commodities and regions exchange goods and services (trade) and the importance of communication in connecting individuals and communities. Focus on the importance of trade and communication and trade for Canada. Divide the class in half, and have each group prepare a brief presentation on the importance of their assigned topic (communications or trade).</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' Canadian identity presentations based on criteria such as those outlined in the sample assessment instrument provided at the end of this grade (Canadian Identity).</li> <li>• Conduct an informal or formal debate on the topic of "Communication is more important to Canada than trade" (or vice versa). Observe students as they participate in the discussion, looking for evidence that they are able to cite the information and examples identified during class discussions and research.</li> </ul>



# Assessment Units

- sample assessment instruments are provided at the end of each grade
- contain criteria specific to one or more of the suggested assessment activities for that grade

CLASSROOM ASSESSMENT MODEL • Grade 6		
Assessment Instrument CANADIAN IDENTITY		
Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident		
Rating (0-3)	Criteria—To what extent does the student	Comments
	<ul style="list-style-type: none"> <li>• identify a range of ways in which individuals experience cultural influences (e.g., their own heritage, the cultures of people in their community, cultures they read about or see on TV)</li> </ul>	
	<ul style="list-style-type: none"> <li>• describe characteristics of Canadian culture and identity (e.g., education, health care, official bilingualism, religions, military, special interest groups, service organizations, sports and recreation activities, stamps and currency, multiculturalism and the "cultural mosaic")</li> </ul>	
	<ul style="list-style-type: none"> <li>• explain how Canada's identity has been and continues to be shaped by its global participation (e.g., decision to enter or not enter global conflicts, peacekeeping, foreign aid, immigration policies)</li> </ul>	
	<ul style="list-style-type: none"> <li>• include information about the contributions of one or more cultural groups to British Columbia and to Canadian identity</li> </ul>	

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# Learning Resources

- information about recommended learning resources (Grade Collections) for each grade
- web link for accessing current Grade Collection information

## For more information

Full text of all current Social Studies IRPs (including the K to 7 IRP in single grade segments) and other curriculum information is available at

[www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)